

South Portland School Department Proficiency-based Reporting System Implementation Timeline

YEAR 1 2013-14

6th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)
 - [4 for Exemplary work that shows a deeper, more thorough understanding of the Essential Learning Target (calibrate and define during 2013-14)]
 - 3 for meets (the high level of proficiency of the Essential Learning Targets for the course)
 - 2 for progressing toward or partially meeting (the high level of proficiency of the Essential Learning Targets for the course)
 - 1 for needing intervention (learning is not progressing at a rate to meet end-of-year target)
- Report to parents and students about student progress toward proficiency in the Guiding Principles using Habits of Work Targets (see chart at end of document)
 - 3 for meets
 - 2 for partially meeting
 - 1 for insufficient demonstration

7-8th Grade Implementation:

- When computing numeric score (averages) for content learning adhere to the following guidelines:
 - No “zero” averaged in for missing work
 - No “points off” for tardiness when scoring work
 - Average nothing less than a 65 in for failing work
- Report to parents and students about student progress toward proficiency in the Guiding Principles using Habits of Work Targets
 - M** for meets
 - P** for partially meeting
 - I** for needing intervention

9-12th Grade Implementation:

- Explore the practice of computing numeric score (averages) for content learning adhere to the following guidelines:
 - No “zero” averaged in for missing work
 - No “points off” for tardiness when scoring work
 - Average nothing less than a 65 in for failing work
- Report to parents and students about student progress toward proficiency in the Guiding Principles using Habits of Work Targets
 - M** for meets
 - P** for partially meeting
 - I** for needing intervention

Although discussed with the Board at the time of the presentation and approval, a communication plan was not articulated for each year. Going forward this would be something to be documented in the plan as well.

Adopted by Board 6/10/13

Revised/annotated 1/2014 for clarity and to reflect what is currently implemented

At the time of adoption the plan included a reporting system that used letters (M, PM, ...) for the field test. We couldn't find a way to make IC do 1-4 and a trend as opposed to an ave. Finding a tool that could accommodate numbers and trending was part of the field test process.

Similarly, at the time of adoption it was assumed that we would be forcing our trending beliefs into IC and therefore proposed using letters for HOW as well.

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YEAR 2 2014-15

6th – 8th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)
- Report to parents and students about student progress toward proficiency on Habits of Work Targets
- Report to parents and students about student progress toward proficiency in the Guiding Principles (in development 2013-14)

[See annotations at the end of this document for information to be documented as part of the plan going forward.](#)

NOTE: The following are proposed steps in phasing into a complete implementation of a proficiency-based system. HS implementation of proficiency-based reporting will be reviewed each year and the plan adjusted accordingly. The Proficiency-based Grading & Reporting Steering Committee will consider logistics of the HS implementation and make recommendations to the Board of Education.

9-12th Grade Implementation:

- When computing numeric score (averages) for content learning adhere to the following guidelines:
 - No “zero” averaged in for missing work
 - No “points off” for tardiness when scoring work
 - Average nothing less than a 65 in for failing work
- Report to parents and students about student progress toward proficiency on Habits of Work Targets
- Explore targets to measure and report progress toward proficiency in the Guiding Principles (in development 2013-14)

YEAR 3 2015-16

K-5 Revise Existing Reporting:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets) that aligns to 6-9 reporting system
- Report to parents and students about student progress toward proficiency on Habits of Work Targets
- Report to parents and students about student progress toward proficiency in the Guiding Principles

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6th – 9th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)

- Report to parents and students about student progress toward proficiency on Habits of Work Targets

- Report to parents and students about student progress toward proficiency in the Guiding Principles

10-12th Grade Implementation:

- Continue the practice of when computing numeric score (averages) for content learning adhere to the following guidelines:
 - No “zero” averaged in for missing work
 - No “points off” for tardiness when scoring work
 - Average nothing less than a 65 in for failing work

- Report to parents and students about student progress toward proficiency on Habits of Work Targets

- Report to parents and students about student progress toward proficiency in the Guiding Principles

Year 4 2016-17

K – 10th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)

- Report to parents and students about student progress toward proficiency on Habits of Work Targets

- Report to parents and students about student progress toward proficiency in the Guiding Principles

11-12th Grade Implementation:

- Continue the practice of when computing numeric score (averages) for content learning adhere to the following guidelines:
 - No “zero” averaged in for missing work
 - No “points off” for tardiness when scoring work
 - Average nothing less than a 65 in for failing work

- Report to parents and students about student progress toward proficiency on

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Habits of Work Targets

- Report to parents and students about student progress toward proficiency in the Guiding Principles

Year 5 2017-18

K – 11th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)
- Report to parents and students about student progress toward proficiency on Habits of Work Targets
- Report to parents and students about student progress toward proficiency in the Guiding Principles

12th Grade Implementation:

- Continue the practice of when computing numeric score (averages) for content learning adhere to the following guidelines:
 - No “zero” averaged in for missing work
 - No “points off” for tardiness when scoring work
 - Average nothing less than a 65 in for failing work
- Report to parents and students about student progress toward proficiency on Habits of Work Targets
- Report to parents and students about student progress toward proficiency in the Guiding Principles

Year 6 2018-19

Final K-12 Implementation:

- Full proficiency-based reporting
- First year SPSPD awards Proficiency-based diploma

Type of Habit	Target
Preparation for learning	Student regularly completes assignments and is prepared for class with all the necessary materials.
Engagement with learning	Student uses time effectively, takes initiative, asks questions, and actively contributes to the class.
Interactions with peers and teachers	Student’s language and behavior is respectful of others and interacts regularly in a way that is contributing to a positive and productive learning environment for all.

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The mechanism for continuing to evolve the plan, be it an existing committee or a new one, should be documented, including its role in decision-making/recommendation-making.

Policies that will be reviewed, and policies revised, as part of HS implementation should be listed in an appendix as part of the plan and updated each year.